

Nevada English Learner Program Flowchart Re-evaluation Protocol (2b)

Purpose: The Re-evaluation Protocol (2b) is intended for a student who has been identified for EL screening through the Home Language Survey and who may be suspected of a disability or be eligible for special education. This protocol is to be used to determine eligibility for EL program services, and to determine if language is not the cause in learning but is due to a suspected or documented disability. The protocol is to be used within the first 45 school days of school or within 10 school days of the student's enrollment.

Description: Based on student use of English in the classroom, student is referred for re-evaluation protocol to be verified non-EL (3) or to continue participation in EL Program (4). The protocol must include procedures to distinguish if English language is or is not a qualifying factor for students who have or may have one or more disabilities.

Student Information

Student State I.D. _____

School Last Attended _____

Name _____ Date of Birth _____

Grade _____ Teacher (s) _____

Attendance: _____

Sibling(s) _____

Screening Date _____ Enrollment Date: _____

Is Interpreter Needed? (Circle One) Yes / No

Does Caretaker Speak Another Language? (Circle One) Yes / No

Complete Tool 1: Student Background Checklist (Attached)

Complete Tool 5: Comparison of Language Differences versus Disability (suspected disability or documented disability) Attached.

Step I: School designated staff member notifies parents or caregivers of concerns and to discuss the evaluation process.

Step II: Create a Multifaceted Team to include the language acquisition expert, classroom teacher, other instructional support specialists, and the special education teacher in the investigation of a English language development concern and suspected or documented disability.

Step III: Multifaceted Team gathers evidence of student progress using various data sources, i.e., classroom observations, assessments, and completes the following tools:

- Tool 1: Student Background Checklist
- Tool 5: Comparison of Language Differences versus Disability (Jarice Butterfield, Ph.D.)
 - Use tools to inform the decision of whether a student's low or no language ability is due to English language development or a disability.

Step VI: The lead team member arranges the meeting with the team and the student's parents or caregivers to discuss the findings to determine the whether a student should continue with EL program services or remove from EL program services.

Step V: Decision

Decision:

_____ Yes (Continue with EL Services)

_____ No (Does Not Qualify for EL Services)

Staff Signatures: _____

Parent or Caregivers Signature: _____

Parent Notification Date: _____